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EDC102

1.

Antonakos - Wallace, C., & Hadji, F. (2007). The Politics & Efficacy of Bilingual & ESL Education in New York City: Exploring the Challenges of English Language Learners. Retrieved November 16, 2015, from <http://www.humanityinaction.org/knowledgebase/170-the-politics-efficacy-of-bilingual-esl-education-in-new-york-city-exploring-the-challenges-of-english-language-learners> (professional)

This is an article about multiple different court cases that link back to the english language learners. Some of these are very well known such as Plessy v. Ferguson and Brown v. Board of Education, or Meyers v. Nebraska: this case is about "the right of communities to teach their native language to their children".

I found this both interesting and useful as understanding the history of the process of policies being finalized is a vital part of fixing the issues; associated with the english language learners throughout the country. However I was surprised by the amount of court cases there were associated with this. Originally i would have assumed about two to three, little did i know i would have found over ten along with learning the 14th amendment was also correlated to this.

2. Antonakos - Wallace, C., & Hadji, F. (2007). The Politics & Efficacy of Bilingual & ESL. Education in New York City: Exploring the Challenges of English Language Learners. Retrieved November 16, 2015, from <http://www.humanityinaction.org/knowledgebase/170-the-politics-efficacy-of-bilingual-esl-education-in-new-york-city-exploring-the-challenges-of-english-language-learners> (professional)

This article is explaining the ongoing challenges in New york City's bilingual and ESL and ELL population. Using real people in their own real life scenarios, this article is a good source as it is almost first hand experience.

I thought that using real life experience would be interesting as it uses both the students perspective and teachers perspective throughout the entire article. I also found it interesting how much of a challenge one of the most known cities in the world for cultural diversities, and language barriers, still have issues with ELL and the programs associated with it.

3.

Jost, K. (2010). Revising No Child Left Behind. Retrieved November 30, 2015, from <http://library.cqpress.com/cqresearcher/document.php?id=cqresrre2010041600&type=hitlist&num=21> (cq researcher)

No Child Left Behind is one of the most known policies to be used to multiple extents. When in doubt some way No Child Left Behind will be there in line for the child and no one has the right to infringe upon a child's rights. In this article it speaks of revising this policy in a number of significant ways, and reasons as to why. For instance it gives a breakdown of the Chronology of the education system being influenced by the government starting pre 1950.

This article was extremely important and influential as it describes chronologically the process of the education system with ELL programs. I found it interesting t how many steps it took to get to where we are now in 2015. However, although we have come a long way since the 1950's, in 2015, we still have a number of ways to go. I feel this article should have touched more upon the lengths we have left to provide services as opposed to just where we came from policy wise.

4.

Strauss, V. (2015). Why it's hard to be a teacher of English language learners — by an ELL teacher. Retrieved November 30, 2015, from <https://www.washingtonpost.com/news/answer-sheet/wp/2015/11/06/why-its-hard-to-be-a-teacher-of-english-language-learners-by-an-ell-teacher/>

(washington post editorial)

This article in the Washington Post describes the challenges the teachers face day to day by teaching ELL students. Sullivan writes that her students “are immigrants whose English skills range from nonexistent to advanced, but still not advanced enough to be considered English proficient.”

My reaction to this article by the Washington Post, is that I disagree with the fact that immigrants are forced to take higher level classes that may be for their age level. This is because they will not be able to comprehend the level of english that is being spoken throughout the entirety of the class. ELL students struggle but so do the teachers, and even students that aren't ELL. they are now at a disadvantage because the class will become more slow paced.

5. Otterman, S. (2011, October 12). State Puts Pressure on City Schools Over English Language Learners. Retrieved November 30, 2015, from http://www.nytimes.com/2011/10/13/education/13ell.html?_r=1

(NY times)

The state puts pressure on city schools to make sure that No Child Left behind is followed through, the issue is that city schools has the biggest and most overpopulated school systems. This article talks about the pressures the state puts on the city school systems with Policies regarding ELL students.

My reaction to this is that the state should not be able to force the school system to rush the classes or worry more about Common Core than the actual students. My issue with this is that the students are no longer the primary concern and neither are the teachers, but rather we come back around full circle to “teaching to the test”.